

2010-2011 TCAP ACCOMMODATIONS Achievement, MAAS, EOC, Gateway, Writing



ALLOWABLE AND SPECIAL ACCOMMODATIONS INSTRUCTION MANUAL

Allowable Accommodations

(May be used by *any* student—General Education, Special Education, and ELL – as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by modifications that change the nature of the task being tested.

The use of Allowable Accommodations should be based on individual student need. Generally, Allowable Accommodations should not be used by an entire class (i.e., most students in a class would not need a ‘small group setting’ or ‘multiple testing sessions’). As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to TCAP test administration. Additionally, the teacher should discuss any Allowable Accommodations to be used with the student prior to testing.

The Allowable Accommodations chart is shown on the next page. Included in this chart are the Allowable Accommodations available for each TCAP assessment.

TCAP Allowable Accommodations Chart 2010-2011

Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	Achievement/MAAS Grades 3-8	End-of-Course (EOC)	Gateway	Writing
Braille or Large Print	Allowed	Allowed	Allowed	Allowed
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables	Math Only Multiplications, Division, Subtraction, Addition Tables See <i>Test Administration Manual</i> for Calculator Policy	Algebra I Algebra II Only Multiplications, Division, Subtraction, Addition, Square Root Table See <i>Test administration Manual</i> for Calculator Policy	Gateway Mathematics Only Multiplications, Division, Subtraction, Addition, Square Root Table See <i>Test administration Manual</i> for Calculator Policy	Not Applicable – no calculations
Flexible Setting (Individual, Small Group, Designated Part of Room, Study Carrel, Other Classroom, Homebound/Out of School)	Allowed	Allowed	Allowed	Allowed
Visual/Tactile Aids (Magnification Equipment, Templates, Masks, Pointers)	Allowed	Allowed	Allowed	Allowed
Auditory Aids (Amplification, Noise Buffer)	Allowed	Allowed	Allowed	Allowed
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling (Flexible Time of Day)	Allowed	Allowed	Allowed	Allowed
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
Marking in Test Booklet	Allowed	Allowed	Allowed	Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

Allowable Accommodations

(May be used by *any* student—General Education, Special Education, and ELL – as appropriate)

TCAP Allowable Accommodations are defined as follows.

LARGE PRINT OR BRAILLE TEST VERSIONS: Any large print or Braille test versions must be requested in advance. Audio versions are sent with the TCAP Achievement Braille Version. "Readers" for illustrations and graphs are only permitted with the large print or Braille versions of the TCAP assessments when students have a Visual Impairment verified on the IEP. Extended Time for students using large print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.

Questions for the Classroom Teacher

1. Does the student use large print or Braille during regular classroom instruction and on similar classroom assessments?
 2. How will the student record responses to the large print or Braille version of the test (e.g., mark in test booklet or dictate to a scribe)?
 3. Does the student need magnification devices?
 4. Does the student qualify for the Special Accommodation of Extended Time?
 5. Will the student require Flexible Scheduling?
 6. Will the student require Flexible Setting?
 7. Will the student require a "Reader" for illustrations and graphs? If so, is it documented on the student's IEP?
 8. If using Braille, will the student need the accompanying audio version of the test?
-

SIGNING INSTRUCTIONS: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. This includes prompts for the Writing Assessment. The interpreter may not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

**Questions
for the
Classroom Teacher**

1. Does the student typically use sign language during regular classroom instruction and similar classroom assessments?
2. Have arrangements been made for the Test Administrator to sign the test being administered?
3. Is the Test Administrator proficient in sign language or the student's individual communication modality?
4. Is the student familiar with the Test Administrator (interpreter)?
5. Will the student require Flexible Scheduling?
6. Will the student require Flexible Setting?

REPEATING INSTRUCTIONS: Directions normally read aloud or signed to students may be re-read or signed verbatim as needed. This includes prompts for the Writing Assessment.

**Questions
for the
Classroom Teacher**

1. Does the student typically require repetition of instructions during classroom instruction and similar classroom assessments?
2. Is Flexible Setting required due to numerous requests for repetition?

CALCULATOR / MATHEMATICS TABLES: Calculators and/or mathematics tables may be used for all math tests (i.e., Achievement Math, MAAS Math, Algebra I, Algebra II, and Gateway Mathematics). See the *Test Administration Manual* for calculator restrictions.

**Questions
for the
Classroom Teacher**

1. Does the student typically use a calculator or mathematics tables during classroom instruction and similar classroom assessments?
 2. Has the memory in the calculator been cleared prior to testing?
Note: Memory must also be cleared after testing.
-

FLEXIBLE SETTING: Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation.

Note: The recommended size for a small group setting is two to five (2–5) students. The small group setting should not exceed ten (10) students.

**Questions
for the
Classroom Teacher**

1. Does the student typically require classroom assessment in an alternative setting or location?
2. Is the student familiar with the setting in which s/he will be tested?
3. Have arrangements for Flexible Setting been made with the Building Level Testing Coordinator prior to the assessment?
4. If the student is assessed in a small group, have arrangements been made to accommodate a group of no more than ten (10) students?

VISUAL and TACTILE AIDS: Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, and pointers.

**Questions
for the
Classroom Teacher**

1. Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
2. Is the student proficient with the visual and tactile aids to be used during the assessment?
3. Will the student require Flexible Scheduling in order to appropriately use visual and tactile aids?
4. Is the student using a magnification device?
5. Does s/he become more easily tired than other students? If so, will s/he need Multiple Testing Sessions?
6. Will the student require Flexible Setting?

AUDITORY AIDS: Auditory aids include amplification devices and devices that are used as noise buffers. This includes white noise machines.

**Questions
for the
Classroom Teacher**

1. Does the student typically require auditory aids during classroom instruction and similar classroom assessments?
 2. Is the student familiar and proficient with the auditory aids to be used during the assessment?
 3. Will the student require Flexible Scheduling in order to appropriately use auditory aids?
 4. Will the student require Flexible Setting?
-

MULTIPLE TESTING SESSIONS (within same school day): TCAP tests may be given in smaller segments adhering to the allotted time for that test as specified in the *Test Administration Manual*. Use of this accommodation requires an individual or small group setting. Any breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, “Multiple Testing Sessions” does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

Achievement and MAAS tests are timed and the administration must remain within the overall time allotted. The test must be completed within the school day. Gateway and EOC Assessments are untimed and the student may take as much time as needed within the school day to complete the test.

**Questions
for the
Classroom Teacher**

1. Does the student typically require classroom assessments to be administered during several “mini-sessions”?
2. Does the student easily fatigue or lose ability to concentrate, requiring extended breaks between testing sessions?
3. Has the Test Administrator worked with the Building Level Testing Coordinator to determine Flexible Setting needs, as well as Flexible Scheduling needs?
4. Is the student familiar with the setting/environment in which s/he will be tested?
5. Has the building testing coordinator determined who will supervise the student during any scheduled breaks?

FLEXIBLE SCHEDULING: TCAP tests may be given at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Each test given must be completed within the school day.

As an Allowable Accommodation, Flexible Scheduling does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system’s testing window.

**Questions
for the
Classroom Teacher**

1. Does the student perform better during a specific period of the day (e.g., morning or afternoon)?
2. Has the Test Administrator worked with the Building Level Testing Coordinator to determine flexible scheduling and flexible setting needs?
3. Is the student familiar with the setting/environment in which s/he will be tested?

SCRIBE/RECORDING ANSWERS: Students who cannot mark their own answer documents may use an impartial Scribe to do so. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. This accommodation requires special return packing procedures. Please contact your System Testing Coordinator for packing instructions. This accommodation is considered a Special Accommodation for the Writing Assessment and students must meet the required conditions for Special Accommodation H prior to its use. When there is a short-term situation (e.g., broken dominant arm) where a student without an IEP or 504 Service Plan will require the use of a Scribe for the Writing Assessment, directions for Scribe must be followed for the administration of the test. In this case, the System Testing Coordinator should submit a *Unique Adaptive Accommodations Request Form* (Special Accommodation I) for review and approval.

**Questions
for the
Classroom Teacher**

1. Does the student use a Scribe during regular classroom instruction and similar classroom assessments?
2. Is the student able to mark answers on the answer document provided for the test?
3. Does the student typically have difficulty with fine-motor skills to the extent that a Scribe would be required for accuracy of recording responses?
4. Does the student have a short-term reason s/he is unable to record answers (e.g., broken arm)?
5. Does the student have excessive difficulty with visually tracking answers from the test booklet to the answer document (e.g., loses his/her place)?
6. Will the Scribe have prior experience working with the student?
7. How will the Scribe record the student's responses (e.g., use a clean sheet of paper, code the answer sheet, or write in the test booklet)?
8. Will the student dictate to the Scribe by: a) saying the letter of the answer choice, b) reading aloud the entire answer choice or, c) pointing to the correct answer choice?
9. Who will ensure that the student's answers are transcribed accurately on the answer document?
10. Will the student require Flexible Setting?
11. Is Flexible Scheduling required?

MARKING IN TEST BOOKLET: Students may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.

**Questions
for the
Classroom Teacher**

1. Does the student typically use this accommodation during classroom instruction and similar classroom assessments?
2. Has the student practiced completing assessments on the appropriate type of answer document?

STUDENT READS ALOUD TO SELF: The student may read aloud the test being administered to him or herself if in an individual setting. This may include use of the WhisperPhone or any similar device.

**Questions
for the
Classroom Teacher**

1. Does the student typically read aloud or move his/her lips when reading silently during regular classroom instruction and similar classroom assessments?
2. If the test has time limits, has the student practiced using this accommodation on a timed test? If so, has the student practiced assessment in an individual setting?
3. Has the Test Administrator worked with the Building Level Testing Coordinator to determine who will administer the test in an individualized setting?
4. Is the student familiar with the setting/environment in which s/he will be tested?

NOTICE: In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, the *Unique Adaptive Accommodations Request Form* should be submitted to the

Special Accommodations

(For use by students with disabilities—identified under IDEA or Section 504 guidelines)

On December 9, 2003, the U.S. Department of Education issued final regulations for assessing students with disabilities under the No Child Left Behind Act (NCLB). These regulations allow more flexibility than previous Departmental guidance and contain language directing that IEP teams determine the accommodations necessary to measure the academic achievement of students with disabilities based on accommodations that are ***appropriate and consistent with the accommodations used during regular instruction.***

Special Accommodations have been established to accommodate disabilities in reading, calculation, sensory (vision/hearing), and physical deficits. These accommodations apply when the severity of the disability causes the student's performance to be an invalid measure of the student's ability. For example, the student's reading level may be significantly below grade level; therefore, knowledge of social studies, science, or mathematics may be obstructed by the student's inability to read test instructions or test items.

Decisions about the need for and selection of Special Accommodations for students with disabilities are the responsibility of the IEP Team or 504 Service Plan Committee. The use of Special Accommodations must be determined individually for each TCAP Assessment and identified in the student's IEP or 504 Service Plan. Special Accommodations provide students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during ***classroom instruction and assessments*** as identified in the IEP or 504 Service Plan. Special Accommodations may not be used only for participation in TCAP assessments. **If the accommodation is not used consistently and proficiently by the student during classroom instruction and assessments, the student may not use the accommodation.**

Special Accommodations should not give students with disabilities an unfair advantage over other students or subvert the purpose of the test. The IEP Team or 504 Service Plan Review Committee must document on the IEP or 504 Service Plan assessment goals that incorporate the appropriate use of any accommodations to be used by the student for classroom and/or standardized state assessments.

SPECIAL ACCOMMODATIONS CHART

The Special Accommodations Chart is shown on the next page. Included in this chart are the Special Accommodations available for each TCAP Assessment and the requirements for use of each accommodation. The 1st column lists each Special Accommodation and the letter recorded on the student's answer document. Columns 2 through 4 provide specific information for each TCAP assessment.

<p style="text-align: center;">TCAP Special Accommodations Chart 2010-2011</p> <p style="text-align: center;">All Special Accommodations <u>must</u> be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.</p>				
Test Accommodation	Achievement/MAAS Grades 3-8	Gateway	End of Course (EOC)	Writing
A. Extended Time	-Extended time limits determined by IEP team or 504 committee	-Not Applicable-Untimed	-Not Applicable-Untimed	-Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
C. Prompting Upon Request	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
D. Interpreter Signs/Cues Test	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas
E. Manipulatives	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-Not applicable
F. Assistive Technology	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success
G. Calculator	-As indicated on IEP or 504 service plan for use in the content area of Science <i>*Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation</i>	-See Allowable Accommodation Chart for appropriate calculator use	-See Allowable Accommodation Chart for appropriate calculator use	-Not applicable
H. Scribe	-Allowable Accommodation	-Allowable Accommodation	-Allowable Accommodation	-As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations

SCHEDULING

A. EXTENDED TIME: Extended Time may be used as an accommodation on any timed test. The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee. According to a publication by the Council for Exceptional Children, "When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed."¹ To the extent possible the amount of scheduled Extended Time should be documented in the student's current IEP or 504 Service Plan. This accommodation may be used with all assessment materials, including Braille, large print and regular print tests. No test should be administered more than 75 minutes without allowing for a 10-minute break.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual setting or small group setting with other students needing the same accommodation.
- The time allotted each student who requires Extended Time is determined by the IEP Team or Section 504 Committee.
- Students who are English-Language Learners (ELL) and are receiving services through an IEP are allowed 1 ½ the time allotted for the test through ELL Accommodations. For these students, the IEP Team is to determine the amount of extended time appropriate for the student.
- Each test or content area for which Extended Time is used must be completed within and may not exceed one school day.
- All testing must be completed within the system's testing window.

**Questions
for the
IEP Team or
504 Review Committee**

1. Does the student typically require Extended Time during regular classroom instruction and similar classroom assessments?
2. How much Extended Time does the student typically require to complete regular classroom instruction and similar classroom assessments?
3. Does the student have the ability to stay on task for extended periods of time or would Multiple Testing Sessions (Allowable Accommodation) be a more appropriate accommodation?
4. Does the student require Extended Time in addition to Multiple Testing Sessions during classroom instruction and similar classroom assessments?
5. If the student is an English Language Learner, has the English as a Second Language (ESL) Teacher been included in the IEP Team meeting to determine need for services and accommodations?
6. Have arrangements for Flexible Setting/Flexible Scheduling been made with the Building Level Testing Coordinator prior to

¹ Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 34.

ORAL TESTING

B. READ ALOUD INTERNAL TEST INSTRUCTIONS/ITEMS: As with all Special Accommodations, the need for the Read Aloud Internal Test Instructions/Items must be documented in the student's IEP or 504 Service Plan. Accommodation B may be used on all content areas, as needed, by students with IEPs. The use of Accommodation B for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need

Students using this accommodation should read as independently as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive this accommodation during the administration of a TCAP assessment, that is – whether to read aloud the instructions/items for the entire test or for specific sections of the test.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation. The recommended size for a small group setting is two to five (2–5) students. The small group setting for the Read Aloud Internal Test Instructions/Items accommodation must not exceed ten (10) students.
- Internal Test Instructions/Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The test or content area must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator may not explain the meaning of any words read to the student.

**Questions
for the
IEP Team or
504 Review Committee**

1. Does the student typically require Oral Testing during regular classroom instruction and similar classroom assessments?
2. Is Oral Testing needed for all subject areas, or only on certain tests or content areas?
3. Is Extended Time needed for Oral Testing?
4. Should Multiple Testing Sessions be used?
5. How is Oral Testing used in regular classroom instruction and on similar assessments?
 - a. Does the student have the entire test read aloud or only certain passages?
 - b. Does the student need numbers read aloud?
 - c. Does the student need this accommodation only on tests with greater content or unknown vocabulary?
6. Have arrangements for Flexible Setting / Flexible Scheduling been made with the Building Level Testing Coordinator prior to the assessment?
7. If the student has an IEP that includes oral reading in the classroom when taking tests, has the use of Prompt on Request been discussed for TCAP Assessment?

C. PROMPTING UPON REQUEST: Prompting upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting upon Request may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

Prompting on Request is a viable alternative for the Read Aloud Internal Test Instructions/Items accommodation. Use of Prompting on Request is appropriate when the student requires assistance to read isolated words in the test context. The student indicates need for this assistance by raising his or her hand.

There are no accommodations that allow the student to be provided with a definition or any variance from what is written in the test--verbatim. This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions/Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The Test Administrator **may not explain the meaning of any words** read to the student.
- The test/content area must be completed within the school day.
- All testing must be completed within the system's testing window.

**Questions
for the
IEP Team or
504 Review Committee**

1. Does the student typically require Prompting during regular classroom instruction and similar classroom assessments?
 2. Is Prompting needed for all subject areas, or only on certain tests/subtests?
 3. How is Prompting used in regular classroom instruction and on similar assessments?
 - a. Does the student require frequent prompts for unknown words?
 - b. Does the student need numbers read aloud?
 - c. Does the student need this accommodation only on tests with greater content or unknown vocabulary?
 4. Does the student need Extended Time?
 5. Have arrangements for Flexible Setting/Flexible Scheduling been made with the Building Level Testing Coordinator prior to the assessment?
 6. Does the student have an IEP indicating Prompting during instruction and assessment in the area of Reading/ Language Arts if this accommodation is marked for use on the Achievement/MAAS ELA content area, EOC English I, II, and Gateway Language Arts?
-

D. INTERPRETER SIGNS/CUES: This accommodation may be used only by students with a Hearing Impairment or Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut sign is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

Eligible students must receive this accommodation under the following conditions:

- Fingerspelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign greater/less than signs, equal signs, exponents, etc. in the same manner they are signed when used during classroom instruction and similar classroom assessments. The interpreter is not to sign information that would provide the student with the answer. For example, a question asks: Which digit is in the *thousands place* in the number 3,849? The interpreter would sign the number as “three—comma—eight—four—nine” instead of “three-thousand eight hundred forty-nine.”
- The student must be tested in an isolated area in which students who do not need the accommodation may not see the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test/content area must be completed within the school day.
- All testing must be completed within the system’s testing window.

**Questions
for the
IEP Team**

1. Does the student typically require Signing/Cueing during regular classroom instruction and similar classroom assessments?
 2. How is Signing/Cueing used in regular classroom instruction and on similar assessments?
 - a. Does the student require frequent cues for unknown words?
 - b. Does the student need numbers signed?
 - c. Does the student need this accommodation only on tests with greater content or unknown vocabulary?
 3. Does the student need Extended Time?
 4. Have arrangements for Flexible Setting/Flexible Scheduling been made with the building level test coordinator prior to the assessment?
 5. Is Signing/Cueing during instruction and assessment in the area of Reading/Language Arts indicated on the IEP if this
-

MATHEMATICS

E. MANIPULATIVES: Special Accommodation E may be used on mathematics tests or subtests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program**. Manipulatives include number lines, counters, shapes, textured material (i.e., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the manipulatives during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Manipulatives used on TCAP testing must be the same manipulatives used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may not review the test to determine if additional manipulatives are needed.

***Questions
for the
IEP Team or
504 Review Committee***

1. Does the student typically require the use of Manipulatives during regular classroom instruction and similar classroom assessments, including those measuring computation?
 2. Have arrangements for Flexible Setting been made with the Building Level Testing Coordinator prior to the assessment?
 3. Have arrangements been made to secure the same Manipulatives used during classroom instruction for the TCAP assessment?
-

G. CALCULATOR: Calculator use is not considered a Special Accommodation in the content area of Math on all TCAP assessments.

The use of Calculator / Mathematics tables is recorded as a Special Accommodation on the answer document for Achievement and MAAS when used as a Special Accommodation for the content area of Science. Refer to the *Test Administration Manual* for required calculator restrictions.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the calculator during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Calculators used on TCAP testing must be the same calculators used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may not review the test to determine if calculators are needed.

**Questions
for the
IEP Team or
504 Review Committee**

1. Does the student typically use a calculator during classroom instruction and similar classroom assessments?
 2. Will the student require Flexible Setting?
 3. Has the memory in the calculator been cleared prior to testing? Memory must also be cleared after testing.
 4. If the student is in grades 3-8 and has an IEP or 504 service plan, does s/he qualify for use of a calculator for the content area of Science? If so, Accommodation G should be marked.
-

ASSISTIVE TECHNOLOGY and SCRIBE

F. ASSISTIVE TECHNOLOGY: Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would “Read-Aloud” any portion of TCAP Assessments must be approved prior to use. Please follow UAARF instructions for use of any device which would read the assessment.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
- The Test Administrator must check the equipment prior to the test administration to ensure it is in working order.
- Use of prediction software, electronic spellers, spell check, and/or grammar check utilities is prohibited.
- All student responses must be transferred to a regular answer document.
- All documents, computer discs, or any record of student responses must be returned to the State. Refer to the *Test Administration Manual* for special handling and return instructions.
- The Building Level Testing Coordinator must verify any test items or student responses that are removed from computer hard drives.
- The test/content area must be completed within the school day.
- All testing must be completed within the system’s testing window.

**Questions
for the
IEP Team or
504 Review Committee**

1. Does the student typically require the use of Assistive Technology during regular classroom instruction and similar classroom assessments?
 2. Does the student use a device which reads aloud test material? If so, has a UAARF been submitted to the state for approval?
 3. How will the student record her or his answers? On the answer document? In the test booklet? Dictation to the computer? Dictation to a scribe? Recording answers into an audiotape?
 4. If needed, who will be responsible for transcribing the student’s answers to a regular answer document?
 5. Does the student require use of Extended Time?
 6. Does the student require an Individual or a Small Group Setting? If so, have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?
-

H. SCRIBE: Accommodation H is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, MAAS, Gateway and EOC assessments. Scribe may be used by students when indicated on the IEP or 504 Service Plan or due to a short-term physical inability to write. Extended Time limits for the TCAP Writing Assessment may be determined by the student's IEP Team or 504 Review Committee.

If the student can use a keyboard proficiently, the IEP Team or 504 Review Committee should consider the use of a keyboarding device (Assistive Technology) instead of dictation to a scribe for the Writing Assessment. According to a report by the National Center on Education outcomes, "If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation."ⁱ

Students who cannot mark their own answer documents may use an impartial Scribe. A student may dictate his/her entire response using an audio recording device. The student's response may be played back in short segments, so that the student may then spell out each word, letter-by-letter, and punctuate the response for the scribe.

If the student does not typically use an audio recording device, the student may dictate his/her entire response to the scribe. The scribe may read back the student's response in short segments, so that the student may spell out each word, letter-by-letter, and punctuate the response for the scribe.

In either case, the scribe must record the student's response exactly as the student dictates it. Corrections may not be made in spelling, punctuation, sentence structure, etc.

If a student uses an audio recording device, the tape must be labeled with the student's name, unique state ID number, school name, and system name. The labeled tape must be placed in a protective case, and returned to the State at the address provided in the *Test Administrator's Manual*.

**Questions
for the
IEP Team or
504 Review Committee**

1. Does the student typically require the use of a Scribe during regular classroom instruction and similar classroom assessments?
 2. Does the student need a Scribe due to a recent short-term physical inability to write?
 3. Who will be responsible for transcribing the student's answers to a regular answer document?
 4. Does the student require use of Extended Time?
 5. Does the student require an Individual or a Small Group Setting?
 6. Have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?
-

UNIQUE ADAPTIVE ACCOMMODATIONS

I. UNIQUE ACCOMMODATIONS: Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request Form (UAARF)*. All *Unique Adaptive Accommodations Request Forms* should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students *Unique Adaptive Accommodations Request Forms* should be submitted to the Department of Education for review and approval as soon as need is indicated.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request Form* should be considered:

- The use of the accommodation must be currently documented in the student's IEP.
 - The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Section*, but a copy of the approved *Unique Adaptive Accommodations Request Form* should be attached to the IEP.
 - The accommodation must be used for the purpose of student access to the general education curriculum.
 - The accommodation shall be age appropriate, related to the student's disability, and must meet the individual instructional needs of the student.
 - The accommodation must be part of the student's regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. The accommodation may not be introduced for the first time on a TCAP assessment.
 - The student must be proficient in the use of the accommodation.
 - Any accommodations that change the standards measured by altering the number of items on the test or answer choices **will not be considered**.
-

TESTING IRREGULARITIES

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that they are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure all accommodations are applied appropriately.

A *Report of Irregularity* should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation, but does not receive it.
2. A student does not qualify for a Special Accommodation, but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

NOTICE: If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addenda, contact the Division of Special Education (615) 532-8228 or the Division of Assessment, Evaluation and Research (615) 532-1679 for guidance and further instructions.